



STATE OF LOUISIANA

COMPREHENSIVE PUBLIC
TRAINING PROGRAM

COURSE CATALOG
AND
PROGRAM INFORMATION
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THE COMPREHENSIVE PUBLIC **TRAINING PROGRAM**

The Comprehensive Public Training Program (CPTP) is the state-funded training program for state employees. Through CPTP, agencies are offered management development and supervisory training, and general application classes on topics such as computer software and writing skills.

Who conducts the Comprehensive Public Training Program?

The Comprehensive Public Training Program is a section within the Division of Administration. The Department of State Civil Service is the co-sponsor of the training program. The primary instructors for the program are staff of the Public Management Program, Division of Workforce Development, at Louisiana State University. Civil Service staff present courses on Civil Service rules, Performance Planning and Review, Documenting for Performance and Discipline, and training for Human Resource professionals.

Program policy is set by a nine-member Policy Board composed of representatives of the Governor's Office, the Division of Administration, the Department of State Civil Service, the Board of Regents, the House of Representatives, the Senate, the Judicial College, and a nonprofit, public interest organization.

Who can participate in the program?

The Comprehensive Public Training Program was established by the legislature in 1979 to "upgrade professional, technical, and managerial skills of state employees." All state employees are eligible to participate in appropriate classes with approval from their state agencies.

How is the program funded?

CPTP is funded through fees assessed annually to agencies having Civil Service employees, and through legislative appropriations for specific purposes. The amount of the agency fee is based on the agency's classified employee payroll.

Where are the classes taught?

Classes are taught at central locations in major population areas including Baton Rouge, New Orleans, Shreveport, Monroe, Alexandria, Lake Charles, Lafayette, Hammond, and Houma/Thibodaux, as well as on site at agencies statewide.

How are the classes scheduled?

CPTP has changed its approach to scheduling in order to have shorter, more specialized classes to make it easier for participants to access training. Classes are scheduled in blocks of time ranging from one-half day to two

days in length. Agencies may request that classes be taught on site at times compatible to work schedules. All classes are taught during the work day, and employees are considered at work when attending classes. Some classes are "open" registration, meaning that employees from all participating state agencies are invited to submit applications. Participants are registered for these classes on a first-come, first-served basis. Other classes are "agency specials," meaning that the agency requests the class for its own employees. To arrange special classes for employees of your agency, contact Karen Puckett at (225) 342-7002.

What are management development certificates?

CPTP is undergoing changes to its management development certificates. Currently, the certificates that are being offered are the Certificate for Managing People and the Professional Certificate.

COMMUNICATION BETWEEN AGENCIES AND CPTP

The Comprehensive Public Training Program has a network of over 300 coordinators in state agencies. These coordinators play a vital role in the program. They serve as two-way communicators responsible for getting information about the training program to the appropriate people in their agencies and for passing information back to CPTP about specific training needs of their agencies.

In order to function effectively, the coordinator performs the following activities:

1. Participates in the development of the agency's plan for using the CPTP and fully understands how the CPTP fits into the agency's overall training strategy.
2. Understands the CPTP curriculum and the agency's training plan in order to counsel employees on classes appropriate for their current positions.
3. Reviews training needs of the agency. CPTP staff is available to assist the agency in prioritizing their training needs.
4. Publicizes the training courses offered by CPTP in their agency through written correspondence, meetings with managers, and face-to-face contacts.
5. Assists in the development of internal procedures for making special training requests, initiates contact with CPTP concerning these requests, participates in discussions concerning the content of special classes, and makes arrangements for presentations of these classes.
6. Attends CPTP coordinators' meetings, distributes the schedule of open classes, answers inquiries about classes and attendance eligibility, and processes registrations.
7. Participates in the development of internal procedures for approving applications for classes and signs applications to indicate that internal procedures have been followed.
8. Functions as the mandatory training coordinator for their agency, making sure supervisors who are required to take classes in Supervisory Groups 1, 2, and 3 know about this requirement and facilitates their scheduling of the required classes.
9. Keeps CPTP training records for the agency.

Your agency CPTP Coordinator is: _____

MANAGEMENT DEVELOPMENT PROGRAM

The Comprehensive Public Training Program offers agencies a variety of supervisory and management training programs designed to provide the appropriate training for supervisory personnel. CPTP has undergone a major redesign of its curriculum to enhance managerial and supervisory employees' ability to perform their jobs.

CPTP is currently offering 2 certificates: the Certificate for Managing People and the Professional Certificate. The Certificate for Managing People requires testing for all classes and a project that addresses all job outcomes presented in the classes and complies with an agreement between participants and their agencies on project selection, implementation, and grading criteria.

CPTP also offers the Professional Certificate for those employees who are not supervisors, but are in professional level jobs in their agencies. This certificate also requires testing for all classes and successful completion of a 3-day assessment center.

Agencies should develop internal policies to guide employees into the training suited to their needs. CPTP will work with agencies when requested to help develop customized training plans for their employees.

CERTIFICATE FOR MANAGING PEOPLE

This certificate includes the following seven courses, requires at least a 70 percent passing score on the test for each course (except Civil Service courses), and successful completion of a work-related project graded by both CPTP and the participant's agency. Courses may be taken in any order:

<u>Two</u> of the following three Civil Service Classes:	
Common Myths That Affect Good Supervision	OR 1 day
Controlling Absenteeism & Tardiness in State Government	OR 1 day
Civil Service Essentials for Supervisors	1 day
Documenting for Performance & Discipline	1 day
Performance Planning and Review	1 day
Developing a Motivated Work Group	1 day
Building Better Performance Through Employee Skill Development	1 day
Conducting an Effective Job Interview	1.5 days
Conducting Productive Employee Performance Reviews	1 day
Improving Employee Performance Through Coaching	<u>1 day</u>
Total:	9.5 days

Participants will be required to do a work-related project as a requirement to earn the certificate. The purpose of the project plan is to ensure the focus is on job outcomes and to enhance the transfer of learning. **The project cannot be begun until the participant has completed all courses for the certificate he or she is trying to earn.**

Participants will apply to CPTP to do the project so eligibility can be verified. Participants will prepare an Action Learning/Project Agreement which will outline what the project will be and how the employee plans to demonstrate job outcomes. This agreement must be approved and signed by the employee, the agency, the Public Management Program, and CPTP. There will be pre-determined general criteria defining how the project will be graded. A three-person team will be set up to grade each project, consisting of an instructor, one person from the agency, and one person chosen by CPTP (i.e. staff member, CPM Society member, etc.).

PROFESSIONAL CERTIFICATE

This certificate is available for individuals in professional level jobs who are not currently serving as managers or supervisors. These employees have expressed a desire to learn and improve performance, but are not currently eligible for the management certification because they are not supervisors or managers.

The Professional Certificate consists of the following courses:

Developing Effective Teams, Part 1	1 day
Developing Effective Teams, Part 2	1.5 days
Developing Effective Teams, Part 3	1.5 days
Dealing With Change	1 day
Effective Conflict Resolution Strategies	1 day
Providing Quality Service	1 day
Effective Problem Solving and Decision Making	2 days
Managing Work Time Effectively	½ day
Effective Business Writing/ Writing for Mgrs.	1 day
Ethical Behavior in the Workplace	<u>1 day</u>

Total: 11.5 days

Instead of a project requirement as included in the Certificate for Managing People, assessment for the Professional Certificate is done through an assessment center, which involves simulations reflecting the participants' actual work settings. Assessments consist of case study exercises and in-basket exercises, which are used to assess the job outcomes for the courses in the certificate and to enhance the transfer of learning.

COURSES OFFERED THROUGH CPTP

The following list of classes are appropriate for employees functioning in a **traditional office environment, including, but not limited to**, engineers, health care professionals, social workers, accountants, geologists, chemists, educators, office management, delegated appointing authorities, and similar groups. More detailed listings of classifications for which this training is applicable should be determined by each state agency.

When agency policy allows non-supervisors to apply for the courses that are open only to managers and supervisors, CPTP accepts those applications with an attached letter from the appointing authority giving specific job-related reasons for attendance.

ADDRESSING EMOTIONS AT WORK

The purpose of this half-day course is to provide strategies to address your own strong emotions and, when appropriate, those of people you work with.

Learning Objectives

- Identify the impact of emotions on your own productivity.
- Identify factors that cause your emotions to intensify, so you can manage them more effectively.
- Choose and apply techniques to address your own strong emotions, so you can focus on getting work done.
- Take positive action to help others manage their emotions when appropriate.
- Respond to the strong emotions of others in a constructive and objective way.

Job Outcome

- Considers and responds appropriately to the needs, feelings, and capabilities of all individuals.

BUILDING BETTER PERFORMANCE THROUGH EMPLOYEE SKILL DEVELOPMENT

This 1-day class highlights the fact that managers and supervisors must ensure that employees have both the necessary job skills and opportunities for learning transfer. The primary purpose of this course is to share strategies and techniques that can be used before, during, and after training to ensure support for the transfer of knowledge and skills to improve performance on the job. The strategies and techniques for transferring learning are presented in the course and a brief introduction to the many performance factors that can play important roles in the employee training process are presented in this course. Class participants are encouraged to examine their work environments carefully in order to recognize the factors that may be affecting worker performance. The information in this course enables all of the stakeholders involved in a training intervention to play their respective roles in ensuring that transfer of learning occurs. **This class is open to all levels of management and to those with special permission from their agencies.**

Learning Objectives:

- Apply strategies to work with employees to identify training needed to perform their job duties.
- Apply strategies to structure work activities to enhance employee skill development (i.e., OJT).
- Develop a plan to promote transfer of learning to enhance job performance.

Job Outcomes:

- Provide opportunities for employee orientation, training, and development.

CLARIFYING PERFORMANCE EXPECTATIONS

This half-day class allows participants to develop the skills needed to discuss performance expectations with others in order to identify responsibilities, priorities and measurable goals, as well as gain their support and commitment to the ideals of their agency.

Learning Objectives:

- Identify the appropriate time to discuss performance expectations.
- Effectively respond to questions people have about workplace goals and priorities.
- Develop key actions for clarifying performance expectations.
- Use key actions to conduct a productive discussion about expectations.
- Clarify performance expectations in order to increase employee motivation and commitment.

Job Outcomes:

- Provides positive feedback in a way that reinforces or encourages desirable employee behavior.
- Provides negative feedback constructively.
- Coaches, motivates, and guides others toward objectives and accomplishments.
- Motivates employees at all levels to work toward the department's objectives, values, and strategies.

CONDUCTING AN EFFECTIVE JOB INTERVIEW

This 1½-day class discusses strategies and techniques to develop a consistent system to evaluate employment candidates and select the most qualified candidate. Participants will learn how to apply the basic requirements of employment laws; perform a skills analysis and prepare behavior-based interview questions for use in an employment interview; demonstrate effective interviewing skills; assess the qualifications of candidates for a specific job opening, and evaluate their current interviewing skills to develop an action plan for improvement.

This class is open to management and to those with special permission from their agencies

Learning Objectives:

- Develop a consistent system to evaluate candidates and select the most qualified candidate.
- Apply the basic requirements of employment law to specific work-related situations.
- Perform a skill analysis and prepare behavior-based interview questions for use in an employment interview.
- Demonstrate effective interviewing skills.
- Assess qualifications of candidates for a specific job opening.
- Evaluate current interviewing skills and develop an action plan for improvement.

Job Outcomes:

- Takes an active role in recruiting and retaining staff.

CONDUCTING AN EFFECTIVE JOB INTERVIEW, PART 2

This 1½-day class discusses the various employment laws in relation to the recruiting and hiring of employees. Participants will learn how to apply the basic requirements of employment laws while developing a greater understanding of how to avoid discriminatory practices in the workplace. This course is the second in a series of job interviewing courses provided by CPTP. **This class is designed for middle and upper level managers and supervisors. Conducting an Effective Job Interview is a pre-requisite for this course.**

Learning Objectives:

- Apply the basic requirements of employment laws to specific work-related situations.

- Identify the legal implications of using social networking web pages for applicant information. Demonstrate knowledge of how to conduct an interview free of discrimination.
- Prepare for job applicant's questions during the interview.
- Evaluate current documentation and develop an action plan for the improvement of recordkeeping.
- Open a behavior-based interview using the necessary dialogue and nonverbal cues, thereby establishing the tone for the interview.
- Develop an effective structuring statement.
- Practice opening a behavior-based interview, and taking notes during an interview.
- Recognize different interview responses to interview questions, and apply techniques to obtain the required information.
- Record applicant responses during a behavioral-based interview process.
- Effectively rate applicant responses.
- Rate candidate responses to determine the best candidate for the job.
- Recognize and avoid rating errors.
- Properly complete the Candidate Scoring Form.

Job Outcomes:

- Takes an active role in recruiting and retaining staff.
- Uses human resources practices that promote good employee relations in the workplace.
- Keeps current with laws, regulations, policies, trends, and other developments that impact the work group.

CONDUCTING PRODUCTIVE EMPLOYEE PERFORMANCE REVIEWS

This 1-day class will teach participants how to conduct performance reviews in a way that is productive and helpful to workgroup performance. Participants will learn how to use performance feedback to reinforce or improve job performance, use PPR to develop employee behavioral expectations, conduct a performance feedback interview, and apply tools and procedures to negotiate an employee performance improvement plan.

This class is open to current supervisors and managers only.

Note: This course is designed to complement the Performance Planning and Review course taught by the Department of Civil Service.

Learning Objectives:

- Define the fundamentals of motivation.
- Use performance feedback that reinforces or improves job performance.
- Use PPR process as a basis for developing/writing employee behavioral expectations.
- Demonstrate effective performance feedback skills.
- Distinguish employee performance feedback from employee discipline.
- Conduct a performance feedback interview in a constructive manner.
- Practice providing feedback, based on appropriate documentation, to ensure employee is aware of his/her current level of performance.
- Communicate performance expectations.
- Apply tools and procedures to negotiate a performance improvement plan.

Job Outcomes:

- Sets performance expectations for subordinates and gives them timely feedback about their progress.
- Assesses employee performance and conducts constructive performance reviews.

CORRECTING PERFORMANCE PROBLEMS

This ½-day class is designed to provide participants with the necessary skills for addressing recurring or serious performance problems to help an individual get their performance back on track.

Learning Objectives:

- Discuss consequences of not confronting poor performance.
- Decide when to conduct conversations about poor performance.
- Determine key actions for correcting performance problems.
- Plan a conversation for correcting performance problems.
- Practice a conversation for correcting performance problems.
- Develop an action plan for implementing new techniques in the workplace.

Job Outcomes:

- Recognizes why leaders postpone correcting performance problems.
- Describes the consequences of postponing action of correcting poor performance.
- Identifies performance situations that call for corrective action.
- Explains the benefits of collecting/documenting background information prior to discussing performance concerns.
- Demonstrates a set of key actions for correcting performance problems.
- Conducts focused conversations about poor performance that result in performance improvement.

DEALING WITH CHANGE

This 1-day course will help participants implement strategies to help themselves adapt to various changes in their work situations. Participants will learn how to identify areas of resistance and negative mental models, manage their personal reactions to change, apply techniques that will foster creativity and innovation during the change process, and identify ways to be proactive when changes are being implemented.

Learning Objectives

- Responds constructively to change and setbacks.
- Modifies behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
- Adjusts as quickly as possible to new situations that need attention.
- Helps to create a work climate that encourages and recognizes innovation.
- Proactively manages conflict that results from change.

Job Outcomes

- Apply change process steps to reduce resistance to change.
- Manage reactions to change using an individual transition model.
- Analyze mental models that influence change.
- Apply techniques that will foster creativity and innovation during the change process.
- Apply strategies and techniques to help create an empowering work climate.

DELEGATING EFFECTIVELY

This ½-day class will help participants to make decisions when confronted with activities which require the assistance of others. Delegation is more than just asking for assistance from a co-worker. Delegation requires the ability to see expertise in others in relation to projects being delegated and letting go of projects once they have been delegated.

Learning Objectives:

- Recognize the common reasons why people choose not to delegate.
- Identify means for breaking the cycle of ineffective delegation.
- Identify reasons for not delegating effectively.
- Develop methods for effectively delegating within a work group.

Job Outcomes:

- Identifies and understands interests and positions of others.
- Builds productive working relationships with key individuals and groups.
- Understands job expertise required by staff to do their work.
- Remains open to new ideas and approaches.
- Delegates authority with responsibility.

DEVELOPING EFFECTIVE TEAMS, PART 1 – COMMUNICATION

This 1-day course will help participants improve their communication and feedback strategies. Participants will be able to: identify barriers to communication; use nonverbal communication effectively; listen actively; use effective feedback techniques; determine when various communication strategies should be used; and consider the necessary factors when selecting the most effective message type. **This class is open to all levels of management and to those employees with special permission from their agencies.**

Learning Objectives:

- Demonstrate strategies to overcome barriers to interpersonal communication.
- Use nonverbal cues to communicate with and better understand others.
- Apply techniques to improve listening skills.
- Demonstrate feedback skills to show understanding of message.
- Apply strategies to minimize defensiveness in interactions with others.
- Apply strategies for selecting the most effective message type.

Job Outcomes:

- Communicates ideas and facts verbally in a clear and organized way.
- Adjusts style, tone and level of verbal communication to fit the audience and situations.
- Listens to others and shows understanding of what they are saying.
- Anticipates the implications of words and actions inside and outside of workgroup.

DEVELOPING EFFECTIVE TEAMS, PART 2 – UNDERSTANDING INDIVIDUAL PREFERENCES

The 1½-day course is designed to help participants identify their personality preferences and thus to better understand themselves and others. The concept of personality preference is used in this course to encourage participants to explore how this concept might relate to them as individuals and as members of teams. Participants will analyze the impact of perceptions on team effectiveness, apply strategies to make use of individual differences to improve teamwork, and learn how to use communication strategies in work situations based on individual preferences. Participants will examine their self-perception and complete a self-assessment to determine their preferences for the ways in which they interact and work with others. They will also compare and contrast the different preferences that people may have. This process will help participants appreciate their own strengths and the strengths of other team members and become more flexible when working with others.

This course is based on Jung's personality preferences that serve as the foundational research for the Myers-Briggs Type Indicator (MBTI). The MBTI is a nonjudgmental instrument in which there are no "rights and wrongs." **This class is open to all levels of management and to those with special permission from their agencies. Developing Effective Teams Part 1 is a prerequisite to this course.**

Learning Objectives:

- Analyze the impact of perceptions (of self and others) on team effectiveness.
- Apply strategies to make use of individual differences to improve teamwork.
- Adapt and demonstrate communication strategies in work situations based on individual preferences.

Job Outcomes:

- Adjusts styles tone, and level of communication to fit the audience and situation.
- Considers and responds appropriately to the needs, feelings, and capabilities of all individuals.
- Treats all individuals with sensitivity and respect.
- Create a climate in which everyone is respected and recognized for their contributions.

DEVELOPING EFFECTIVE TEAMS, PART 3 – GROUP DYNAMICS

This 1½ day course discusses strategies and techniques for developing effective teams. Participants will learn about the stages of team development, skills essential to working in a team environment, relationship-building roles, strategies for handling team conflict, and problem solving strategies. Discussion will emphasize building and maintaining a sense of community in the workplace. **This class is open to all levels of management and to those with special permission from their agencies. Developing Effective Teams Parts 1 and 2 are prerequisites to this course.**

Learning Objectives:

- Apply the stages of team development to improve work group effectiveness.
- Apply basic skills critical to working in a team environment.
- Examine the task facilitating and relationship building roles of team members.
- Apply strategies to deal with team conflict.
- Develop strategies for overcoming problems in teams.

Job Outcomes:

- Demonstrates cooperation and teamwork within the department, office, and work group.
- Participates in group problem solving and decision making.
- Demonstrates open communication with fellow team members.
- Demonstrates ability to effectively handle team conflict.

DEVELOPING EXECUTIVE LEADERS

This 3-day course is suitable for middle and upper level managers. It is recommended, but not required, that participants attend the other three courses in the leadership series before enrolling in this class.

Today's organizations face many challenges that did not exist decades (or even a single decade) ago. Consequently, the duties and responsibilities of "the leader" have changed over the years. The pace of technological changes, the emergence of the global market, the proficiency levels of the current workforce, the number of the available employees required to fill positions vacated by the aging workforce, changes in ethical standards and public scrutiny, and other general organizational changes have increased to level that requires leaders to be more accountable for their actions. Today's leaders must understand how their leadership styles will either help or hinder them in their efforts to perform their respective leadership roles. It is important that these leaders must possess a clear understanding of their personal leadership styles as well as their level of emotional intelligence, and must understand the proficiency levels in various leadership competencies that are required to be successful in their leadership roles.

This course is designed to introduce future leaders to best practices required to successfully perform in today's organizational climate. The content will focus on providing participants with the tools necessary to identify and manage common organizational obstacles and challenges. Experiential learning activities, or opportunities to

apply the course material, are also included in the course. Participants will gain insight into their leadership roles and expectations that accompany the leadership role, and will be given opportunities to practice new skills for their jobs.

Current needs regarding leadership are assessed in the introductory part of the course (at a very basic level) and leadership challenges are discussed and examined. This section also introduces participants to fundamental leadership concepts; and helps participants distinguish between the concept of management and the concept of leadership, roles that are often confused. A basic four-factor model of effective leadership is examined, and participants will review and discuss the requirements for effective leadership in the 21st century.

The four-factor model focuses on leading with your head; leading with your hands; leading with your feet; and leading with your heart. Participants will explore the elements of each of these perspectives and practice the techniques associated with each.

Learning Objectives:

- Differentiate between leadership and management.
- Prioritize activities and responsibilities.
- Apply the appropriate leadership style to various situations.
- Coach employees in an effort to improve performance.
- Assess personal values and integrate them into the work environment.
- Apply key behaviors necessary to motivate the workforce.
- Improve communication through active listening and future-focused conversation.
- Demonstrate ways in which emotional intelligence benefits an organization.
- Assess your personal level of emotional intelligence.
- Complete a leadership development plan, and receive feedback on your plan.
- Prepare and plan for the continuing learning experiences.
- Create a personal development plan (individual development plan or IDP) to focus on enhancing your own leadership skills.
- Assess performance needs of employees.
- Use best practices to build more effective teams.
- Apply your preferred leadership style.
- Practice the three main things that motivate employees.
- Create a greater sense of pride and enjoyment in your employees.
- Explore the elements of strategic leadership and a strategic plan.
- Distinguish between sound strategic plans and weak ones (either in terms of their vision, mission, value/philosophy, and/or goal statements).
- Focus on your vision in a way that is meaningful to you.
- Demonstrate the importance of prioritization.
- Practice developing goal statements that can be achieved.

Job Outcomes:

- Builds productive working relationships with key individuals and groups.
- Collaborates with a variety of individuals and groups from both within and outside the department/office.
- Works to overcome barriers to partnering.
- Communicates ideas and facts verbally in a clear and organized way.
- Takes personal responsibility for work products and services of his/her group.
- Demonstrates appropriate levels of personal expertise in daily work responsibilities.
- Understands job expertise needed by subordinates to do their work.
- Anticipates possible changes in staff (e.g., retirement, expertise, T.O.).
- Assesses employee performance and conducts constructive performance reviews.
- Develops others through coaching and mentoring.

- Demonstrates a personal commitment to quality public service.
- Recognizes the value of individual differences at all levels of the organization.
- Coaches, motivates, and guides others toward objectives and accomplishments.
- Models and encourages high standards of honesty and integrity.
- Creates a direction for the work group that fits with the department's vision.
- Motivates employees at all levels to work toward the department's objectives, values, and strategies.
- Recommends effective strategies that fit the external environment which the department/office faces.
- Applies a long-term perspective when developing strategic plans.
- Evaluates personal strengths and weaknesses and assesses their impact on others.

DEVELOPING A MOTIVATED WORK GROUP

This 1-day course is designed for supervisors to learn strategies for improving and maintaining employee performance. Participants will learn to identify performance issues and problems that are related to employee motivation and to solve those motivation-related performance problems. Participants will also learn to maintain the motivation of employees who are already performing at acceptable or higher levels. *Note: This course is not designed for improving the self-motivation of the participants – it is not a “feel-good” course. This class is open to all levels of management and to those with special permission from their agencies.*

Learning Objectives:

- Evaluate motivation-related performance problems.
- Apply appropriate motivational strategies for given situations.

Job Outcomes:

- Motivates employees at all levels to work toward the department's goals, objectives, and strategies.

EFFECTIVE CONFLICT RESOLUTION STRATEGIES

This 1-day class explores strategies for managing interpersonal and intra-group conflict. Participants will learn about causes of conflict, individual conflict management styles, appropriate use of management styles and principles of complaint management. Emphasis will be placed on creating win-win situations in the workplace. Participants will be able to apply skills learned to their work situations.

Learning Objectives:

- Analyze a conflict situation to determine cause and effect.
- Analyze how a manager's conflict management style influences the outcome.
- Apply various strategies for resolving interpersonal conflict.
- Develop win-win situations within the work group.
- Apply guidelines to mediate conflicts between employees.

Job Outcomes:

- Manages or resolves conflicts, confrontations, and disagreements in an appropriate manner.
- Takes steps to prevent destructive conflict situations.
- Seeks to resolve formal and informal complaints related to the work groups' responsibilities.

EFFECTIVE PRESENTATION SKILLS

In this 2-day class, participants will examine, discuss and practice the basic skills necessary to organize and deliver presentations. The course teaches three areas of presentation skills: (1) the components of organizing a presentation; (2) the interpersonal components of delivering a presentation; and (3) the technical components of

several visual media. Participants will be preparing a short presentation during class and will individually deliver a presentation toward the end of class. The class also introduces participants to proper "platform" skills, and provides tips on how to turn audience resistance into something useful. This class presumes that (1) some participants may not have had any presentation experience, and (2) other participants have had a great deal of experience in delivering presentations – and the needs of both types will be addressed. **This class is open to managers, trainers, and staff who make formal presentations as part of their current job responsibilities.**

Learning Objectives:

- Understand the importance of designing presentations with opening, middle, and closing segments.
- Appreciate the importance of effectively using audiovisuals, including overhead transparencies, easel pads, erasable boards, and multimedia projectors.*
- Avoid common presentation errors in speech, use of media, and delivery style.
- Understand how to turn audience resistance into something useful.
- Apply some of the correct training techniques modeled by the instructor.

(*This class *does not* instruct individuals on the use of multimedia projectors nor the software graphics programs used with them. This particular learning outcome refers to the packaging of visually presented information rather than on how to use high-tech equipment.)

EFFECTIVE PROBLEM SOLVING & DECISION MAKING

This 2-day class teaches participants effective problem solving skills. The instructor will guide participants through the process of diagnosing problems, identifying the root causes of problems, and generating and evaluating solutions to problems. Case situations will be used to help participants learn how to apply the problem solving process to their own work situations. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:

- Diagnose potential and actual problems.
- Demonstrate the ability to identify the root causes of problems.
- Use creative problem solving techniques to generate multiple solutions.
- Evaluate alternative solutions and select the best based on available data.

Job Outcomes:

- Recognizes and defines problems and issues.
- Uses appropriate methods to analyze and interpret data.
- Generates multiple solutions based on data analysis.
- Recommends appropriate solutions to problems.

ETHICAL BEHAVIOR IN THE WORKPLACE

This 1-day course will help participants learn how to evaluate work situations to identify potential ethical problems and conflicts of interest. Participants will learn how to comply with rules and/or laws governing potential areas of conflict, promote awareness of ethical behavior in work groups, and anticipate the implications of words and actions within work group goals. **This class is open to management and to those employees with special permission from their agencies.**

Learning Objectives:

- Evaluate work situations, identify potential ethical problems and/or conflicts of interest, and recommend appropriate behavior.

- Develop a plan to comply with rules governing the most prevalent potential areas of conflict, including acceptance of gratuities, maintaining impartiality, and the disclosure of information.
- Develop a plan to promote awareness of ethical behavior in the work group.

Job Outcomes:

- Models and encourages high standards of honesty and integrity.
- Promotes ethical practices in all organizational activities.
- Applies department/office policies in a consistent manner.
- Demonstrates consistency between words and actions.
- Exercises power, authority, and influence appropriately to achieve department/office goals.

IMPROVING EMPLOYEE PERFORMANCE THROUGH COACHING

This 1-day class presents the coaching process and strategies for improving employee performance. Participants will learn to document employee behavior in a consistent and organized manner, to recognize employee performance problems that need coaching, conduct positive and corrective feedback coaching sessions and develop actions plans to enhance employee job performance. In addition to the coaching process, the course also explains what to do if coaching does not work. **This class is open to current supervisors and managers.**

Learning Objectives:

- Document employee behavior in a consistent and organized manner.
- Diagnose the cause of employee performance problems.
- Conduct a positive feedback coaching session.
- Conduct a corrective coaching session.
- Develop action plans to enhance employee job performance.

Job Outcomes:

- Develops others through coaching and mentoring.
- Takes appropriate corrective actions with employees.
- Recognizes achievement of performance expectations.

INDIVIDUAL DIFFERENCES AND DIVERSITY IN THE WORKPLACE

This 1-day class will examine the ways we handle the individual differences among people in the workplace. Participants will learn how and why we have different perceptions about people and how those perceptions can affect teamwork and productivity in positive and negative ways. Participants will practice dealing with different dimensions of diversity in structured exercises and learn how to create a climate in which all employees' contributions are recognized and appreciated.

This class is open to all levels of management and to those employees with special permission from their agencies.

Learning Objectives:

- Apply approaches to foster an environment in which people from diverse backgrounds work cooperatively and effectively in achieving organizational goals.
- Create a work group that values and understands diversity.
- Develop methods, behaviors, and attitudes helpful in managing a diverse workforce.

Job Outcomes:

- Recognizes the value of individual differences at all levels of the organization.
- Creates a climate in which everyone is respected and recognized for their contributions.
- Provides employment and development opportunities to support a diverse group of employees.

THE LEADERSHIP CHALLENGE

This 1-day class will help participants recognize and improve their leadership strategies. Participants will be able to identify barriers to leadership; communicate values, beliefs, and vision effectively; seek innovative ways to change, grow, and improve; foster collaboration by promoting cooperative goals and building trust; strengthen others by sharing power; and celebrate successes by creating a spirit of community and appreciation for individual excellence. This course is designed for mid- and upper-level managers.

Learning Objectives:

- Anticipates impact of possible changes in staff (e.g., retirement, expertise, T.O.).
- Takes an active role in recruiting and retaining staff.
- Provides opportunities for employee orientation, training, and development.
- Sets performance expectations for subordinates and gives timely feedback about progress.
- Assesses employee performance and conducts constructive performance reviews.
- Develops others through coaching and mentoring.
- Recognizes achievement of performance expectations.
- Takes appropriate corrective actions with employees.

Job Outcomes:

- Recognizes the value of individual differences at all levels of the organization.
- Creates a climate in which everyone is respected and recognized for their contributions.
- Provides employment and development opportunities to support a diverse group of employees.

LEADING IN A CULTURE OF CHANGE

This 1-day class offers new and seasoned leaders insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process. By integrating the five core competencies – attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence in organizations – leaders will have the opportunity to be empowered to deal with complex change. They will also have the tools necessary to be transformed into exceptional leaders who consistently mobilize their organizations to do important and difficult work under conditions of constant change. This course is designed for mid- and upper-level managers.

Learning Objectives:

- Apply the components necessary to become a leader in times of constant change.
- Apply various skills to lead fellow employees through change.

Job Outcomes:

- Helps to create a work climate that encourages and recognizes innovation.
- Adjusts as quickly as possible to new situations that need attention.

MANAGER'S ROLE IN WORKFORCE AND SUCCESSION PLANNING

Targeted to upper and middle managers, this course describes the role managers should play in the succession planning process. The purpose of this 1-day class is to introduce the concepts associated with succession planning and describe what role managers should play in succession planning. Succession planning enables state agencies to provide training and development opportunities to the agency's future leaders. Succession

planning helps you “build bench strength.” This course helps upper and middle managers answer these two questions: When your workforce retires, who will be ready to replace these experienced employees? What strategies have you implemented to ensure that your agency will be properly staffed with qualified supervisors, managers and leaders?

Learning Objectives:

- Make decisions about the agency’s next steps regarding succession planning.
- Identify the manager’s role in succession planning.

Job Outcomes:

- Recommends effective strategies that fit the external environment which the department/office faces.
- Applies a long-term perspective when developing strategic plans.
- Develops objectives and strategies that fit with the department/office’s long-term vision.
- Develops and implements methods to share knowledge with others who need it.

MANAGING AND IMPROVING WORK PROCESSES

This 2-day class examines how work processes impact work effectiveness. Participants will learn how to analyze current work processes, develop a process performance tracking system, break down processes into tasks and apply a process improvement strategy. Skills learned in this class will be applicable to the management of any work process. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:

- Analyze current work processes using specific tools and techniques.
- Illustrate how linked processes affect internal and external customers.
- Develop a process performance tracking system.
- Apply techniques to break down processes into smaller, less intimidating tasks.
- Assess leadership competencies required to process management and improvement.

Job Outcomes:

- Manages and plans work as a process rather than focusing only on individual jobs.
- Designs work processes to meet the needs of customers of the work group.
- Measures and monitors outputs of work processes.
- Works to ensure that work processes are as simple as possible.
- Changes work processes when a new approach appears better.

MANAGING ACROSS GENERATIONS

This is a 1-day course that enables participants to identify and understand the characteristics of the four generations in the workforce. This course also provides information and strategies for managing across generations, communicating with each generation, identifying motivators for each generation, and dealing with conflict across the generations.

Learning Objectives:

- Reframe perceptions and interpretations of others' behavior.
- Adapt your approach to better communicate with others.
- Compare and contrast the values and the potential outcomes of generational interaction.
- Consider and identify potential problems for an organization when people from different generations fail to communicate effectively.
- Compare and identify differing feedback styles and their impact.
- Offer strategies for effective cross generational communication.
- Build an awareness of the various generations, their traits, and key motivators.

Job Outcomes:

- Communicates ideas and facts verbally in a clear and organized way.
- Adjusts style, tone, and level of verbal communication to fit the audience and situation.
- Builds productive working relationships with key individuals and groups.
- Considers and responds appropriately to the needs, feelings, and capabilities of all individuals.
- Treats all individuals with sensitivity and respect.
- Recognizes the value of individual differences at all levels of the organization.

MANAGING WORK TIME EFFECTIVELY

This ½-day class examines the habits we have in managing our time, and how the concepts of importance and urgency affect our productivity. Participants will identify the activities that determine their use of time and will learn and practice an effective method for prioritizing and sequencing work tasks. Participants will also examine how large projects and long-term expectations impact daily and weekly planning. **This class is open to all employees.**

Learning Objectives:

- Develop proactive strategies to remove the barriers to effective and efficient time management.
- Practice planning and prioritizing work activities while taking into account short and long-term objectives.

Job Outcomes:

- Modifies behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
- Works on a number of different projects without losing focus.

MENTORING (Succession Planning Series)

This 1-day course will help participants determine if mentoring is an appropriate employee development strategy to utilize, and, if so, how to execute a successful mentoring program. Participants will be able to identify and select potential mentors and protégés; use methods to enable mentors and protégés to build a successful relationship; and learn how to set up an effective mentoring program.

Note: This course is presented from the point of view of planning and carrying out a mentoring program for

others who will be the mentors and protégés, not for mentors who will be doing the mentoring. **This class is open to all supervisors, managers, and those employees involved in implementing an agency succession plan.**

Learning Objectives:

- Determine if mentoring is an appropriate developmental approach.
- Apply strategies to identify mentors and protégés.
- Apply strategies to build a successful mentoring relationship.
- Apply strategies to mentor an employee.

Job Outcomes:

- Builds productive relationships with key individuals in the work group.
- Works to overcome barriers to partnering.
- Identifies and understands interests and positions of others.
- Persuades others to commit to action when appropriate.
- Gains cooperation from others to get information to accomplish department/office goals.
- Takes an active role in retaining staff.
- Provides opportunities for employee orientation, learning, and growth.
- Provides positive feedback in a way that reinforces or encourages employee behavior.
- Provides negative feedback constructively.

NEW EMPLOYEE ORIENTATION (Succession Planning Series)

This ½-day course focuses on the necessity of effective new employee orientation programs in organizations. Participants will learn how to assess their current programs and make the appropriate changes for long-term success. They will learn about important documents for new employees along with the different types of training and feedback to utilize. **This class is designed as a complement to the Succession Planning class and is suitable to supervisors and managers.**

Learning Objectives:

- Evaluate your organization's current new employee orientation program.
- Determine which type of training new employees should undergo and prepare accordingly.
- Develop a mission statement for your organization, which should clarify the organization's values for new employees.
- Develop a plan for improving morale within the organization.
- Apply strategies to boost employee retention.
- Apply strategies to improve new employee performance.

Job Outcomes:

- Builds productive working relationships with new employees from the beginning of their employment.
- Takes an active role in reducing uncertainty and building confidence in new employees.
- Responds constructively to new employee concerns.
- Demonstrates consistency in the orientation experience for all new employees.

ON-THE-JOB TRAINING (Succession Planning Series)

This ½-day course will discuss the benefits of on-the-job training. Participants will learn how to address specific training needs within their agencies, determining the appropriate type of on-the-job training to implement. There is additional information on how to select a trainer and how to evaluate performance during the training period. **This class is open to all supervisors and managers.**

Learning Objectives:

- Demonstrate a knowledge of the different types of training deficiencies and how to address them appropriately.
- Evaluate current training needs and develop an action plan for your agency to address them through on-the-job training.

Job Outcomes:

- Takes an active role in addressing the training needs of employees.

PLANNING & ACCOUNTABILITY

This 2-day class is designed to facilitate the performance measures phase of the strategic planning process. The course will provide an introduction to the role of performance management, an overview of the strategic planning process, and tools to develop methods to measure results. **This class is open to managers and supervisors, and those employees involved in their agency's strategic planning process.**

Learning Objectives:

- Explain the roles and functions of performance management.
- Link performance measurement to the strategic planning process.
- Formulate and document performance measures to meet agency objectives.
- Use performance measures to gauge performance.
- Develop a plan for tracking and updating performance measures.

Job Outcomes:

- Applies a long-term perspective when developing strategic plans.
- Develops performance measures that fit with the department/office's long-term vision.
- Adjusts strategic plans in response to changes inside and outside the department.

PRINCIPLES AND QUALITIES OF GENUINE LEADERSHIP

This ½-day course is designed to offer participants information about the universal qualities and principles that help people become genuine leaders who can translate intentions into reality. To meet these needs, this course outlines how five critical leadership qualities contribute to personal and organizational success. In addition, participants will also learn about the six basic principles that can help develop effective relationships. This course is designed for managers and supervisors.

Learning Objectives:

- Identify five critical leadership qualities that contribute to organizational and personal success.
- Identify six principles that help leaders develop effective working relationships.
- Explain how applying the Basic Principles can help develop the qualities of genuine leadership.
- Use the basic principles to address organizational problems and develop the qualities of genuine leadership.

Job Outcomes:

- Applies a long-term perspective when developing strategic plans.
- Develops performance measures that fit with the department/office's long-term vision.
- Recognizes and defines problems and issues.
- Anticipates the implications of words and actions inside and outside of the work group.
- Identifies and understands interests and positions of others (e.g., coworkers, citizens, customers).
- Builds productive working relationships with key individuals and groups.

- Collaborates with a variety of individuals and groups from both within and outside the department/ office.
- Treats all individuals with sensitivity and respect.

PROFESSIONALISM & PRODUCTIVITY FOR NON-SUPERVISORS

This 2-day class is designed to provide participants with the tools and strategies necessary to enhance their level of professionalism while also increasing their level of productivity. Elements of professionalism covered include professional behavior, communicating as a professional, managing conflict as a team professional, personal organization and productivity, and personal goal setting. **This class is open to non-supervisory employees only.**

Learning Objectives:

- Define professionalism and identify the key attributes of a professional.
- Appreciate the importance of your role within the organization.
- Assess current levels of professional behavior and develop strategies for improving effectiveness.
- Explore the various elements involved in communicating as a professional and formulate techniques for enhancing skills.
- Examine the aspects of work organization/time management, recognize personal time wasters and generate strategies for increasing productivity.
- Recognize the importance of functioning as a team player, and identify guidelines for managing conflict.
- Develop personal goals for enhancing overall efficiency and effectiveness.

PROVIDING QUALITY SERVICE

This 1-day class provides a foundation that will help participants address the basic service needs of their customers. Participants will learn how to assess individual situations to identify potential opportunities for providing good service. Participants will also learn specific strategies to help them meet the needs of customers working with state government. Additionally, participants will learn strategies for dealing with difficult and challenging customers. This class is different from the Excellence in Customer Service Parts 1 and 2 classes, and is suitable for all employees, whether or not they have taken any other customers service classes.

Learning Objectives:

- Help state employees better understand the importance of meeting the basic needs of customers.
- Recognize and better utilize the three steps to exceptional customer service.
- Formulate a proactive approach for handling the “challenging” customer.
- Examine participants’ strengths and developmental areas in the customer service aspects of their jobs.
- Examine and practice strategies for providing exceptional customers service on the telephone.

Job Outcomes:

- Provides service to meet the basic needs of internal and external customers.
- Models and encourages high standards of customer service.
- Demonstrates a positive attitude when serving customers.
- Demonstrates appropriate behavior when dealing with challenging customers and difficult situations.

SELF-MOTIVATION IN THE WORKPLACE

This 1-day course will help participants examine how to be more motivated in the workplace. Participants will use this course as an opportunity to identify ways to build a sense of meaningfulness into their working environment. Participants will also learn how to anticipate the implications of words and actions within work group settings. They will be able to understand how a motivated employee's work performance positively impacts productivity within the organization. Note: Portions of the information presented in this are also included in the CPTP course "Professionalism and Productivity."

Learning Objectives:

- Discover ways to create a work environment that motivates individuals.
- Assess your needs in order to motivate yourself at work.

Job Outcomes:

- Creates and supports a work environment which encourages quality service to the public.
- Demonstrates a personal commitment to provide quality service to the public.

STRATEGIES FOR SUPERVISORY SUCCESS

Supervision is defined in this book as the first level management of the organization and is concerned with encouraging members of the work unit to contribute positively toward accomplishing the organization's goals and objectives. Although the definition is simple, the job of supervision is quite complex. The varied work of the supervisor can be difficult to master. Yet mastery of supervision is vital to organizational success because supervisors are the management persons that most employees see and deal with every day. This 1-day class is designed to help participants develop strategies to effectively assume their supervisory roles within their agencies. **This class is open to all supervisors and to those with special permission from their agencies.**

Learning Objectives:

- Managing your transition to a supervisory role.
- Build personal credibility.
- Develop work group commitment.
- Implement action planning with agency.

Job Outcomes:

- Outlines actions required to build credibility.
- Identifies strategies to tap into the commitment of others.
- Creates a clear connection between departmental and organizational goals to increase work group commitment.
- Plans for a conversation to build a constructive relationship with your own manager to gain managerial support.

WORKPLACE NEGOTIATION SKILLS

This 1-day class will help participants learn how to negotiate in the work place. Participants will learn how to use interest-based negotiating between work groups, clarify points of view, and apply win-win persuasive techniques and apply methods to gain cooperation from others. **This class is open to management and to those with special permission from their agencies.**

Learning Objectives:

- Apply strategies for clarifying points of view.

- Practice interest-based negotiating between work groups.
- Apply win-win persuasive techniques as appropriate.

Job Outcomes:

- Identifies and understands interests and positions of others (e.g., co-workers, citizens, customers).
- Applies appropriate negotiation approaches to find mutually acceptable solutions to problems or conflicts.
- Persuades others to commit to action when appropriate.

WRITING FOR MANAGERS

In this 1-day class, managers will learn to say what they mean in a clear, concise style. Through lecture, examples, and practice exercises, managers will gain confidence in their ability to plan and structure reports, letters, and memos. Correct formatting of various types of documents will be provided, as well as appropriate style strategies in professional written communication. Although this course is not intended as a review of grammar and punctuation, time will be reserved for participants' questions about these subjects.

Learning Objectives

- Communicates ideas and facts in writing in a clear and organized manner.
- Adjusts style, length and level of written communication to fit the audience and the situation.
- Reviews and critiques others writing in a constructive way.

Job Outcomes

- Apply techniques for documenting events to improve productivity.
- Write clear and concise action-oriented letters, memos, and reports.
- Apply grammatical rules to written communication.
- Analyze miscommunication problems that occur in written communication.

TESTS AND TESTING OUT

Each management development course taught by CPTP will have a test given at the end. The minimum passing score on all tests is 70 percent. Participants will have to pass all tests to earn the certificates.

No more than 50 percent of the courses offered may be tested out of. In order to test out of a class, a participant will need to:

1. formally request to test out by submitting a request in writing to CPTP; and
2. take the test that is normally given at the end of that class and score at least 70 percent (a participant trying to test out will have only one opportunity to take the test without taking the class); and
3. include the job outcomes for that class in the project that is submitted to earn the appropriate certificate.

Course credit for the tested-out-of class would not be official until the project is successfully completed and includes the job outcomes for that class.

CLASSES FOR FIRST~LINE SUPERVISORS FUNCTIONING OUTSIDE THE TRADITIONAL OFFICE ENVIRONMENT

These classes are designed for first-line supervisors whose jobs fall outside of the traditional office environment. Examples of these job categories include trades/crafts, maintenance, security, health care, production, transportation, and food service. Additional classes specifically designed for these participants are in the process of being developed. More information will be provided as soon as it is available.

ELEMENTS OF SUPERVISORY PRACTICES, Part 1 (2 days)

This class is designed to help supervisors make the transition from employee to supervisor. Becoming a supervisor requires more than simply having the title. Supervisors are not only responsible for their work, but also for the work of those they supervise. Through this class, participants will gain a foundation for the skills necessary to becoming an effective supervisor.

Learning Objectives:

- Identifies and implements effective supervisory skills.
- Overcomes communication barriers.
- Uses effective listening skills within work group.
- Understands what diversity is and how it affects work group productivity.
- Applies the three steps when confronted with an employee's motivation problem.
- Utilizes the four steps of the corrective feedback process.

Job Outcomes:

- Communicates ideas and facts verbally in a clear and organized way.
- Thinks about other people's reactions before saying something.
- Gives negative feedback in a helpful manner.
- Understands the importance of having different types of people in a work group.
- Supervises the work group so all employees feel respected and recognized for their contributions.
- Motivates, guides, and teaches others to be better at their jobs.
- Encourages cooperation and teamwork within the work group.
- Builds trust and open communication within the work group.

ELEMENTS OF SUPERVISORY PRACTICES, Part 2 (2 days)

This two-day class provides the next step in evaluating one's supervisory practices. This class covers the topic areas of problem solving, leadership skills, coaching, ethical behavior, and progressive discipline. Through this class, participants will learn to set action plans for individual development and will help participants build a stronger foundation in supervisory practices. Elements of Supervisory Practices, Part 1, is a prerequisite to this class.

Learning Objectives:

- Demonstrates the ability to identify the root causes of problems.
- Uses creative problem solving techniques to generate multiple solutions.
- Evaluates alternative solutions and selects the best one based on available data.
- Evaluates the benefits of individual vs. group decision-making approaches for a given situation.
- Identifies barriers to delegating tasks and activities.

- Understands and implements the steps in delegating tasks.
- Develops a plan to promote awareness of ethical behavior in the work group.

Job Outcomes:

- Gathers enough relevant data about problems and issues to conduct a complete analysis.
- Generates multiple solutions based on data analysis.
- Recommends appropriate solutions to problems.
- Exercises good judgment by making sound and well-informed decisions.
- Supports group problem solving and participative decision-making.
- Delegates authority with responsibility.
- Promotes ethical practices in all organizational activities.
- Models and encourages high standards of honesty and integrity.
- Develops others through coaching and mentoring.
- Takes appropriate corrective actions with employees.

CLASSES TAUGHT BY DEPARTMENT OF CIVIL SERVICE

The following classes are scheduled as part of the Comprehensive Public Training Program, and are taught by Department of Civil Service to provide employees with a better understanding of the Civil Service system in state government. Each class description includes information about participant eligibility and prerequisites, if any.

CIVIL SERVICE ESSENTIALS FOR SUPERVISORS (1 Day)

In this 1-day class, participants will discuss a variety of supervisory responsibilities within the context of the Civil Service system. Participants will learn why the merit system was created and ways through which they can better manage employees' behavior, schedules, and performance. Topics include the following: an overview of the supervisor's fundamental role in the PPR process; dos and don'ts of interviewing and reference checking; avoiding harassment and discrimination in the workplace; prohibited political activities for classified employees; managing employees' work schedules; assigning duties to employees; a supervisor's role in the chain of command; and how to orient new employees. **This class is open to all supervisors and managers, and human resources and legal staffs. This is a required course for participants working toward the Certificate for Managing People.**

COMMON MYTHS THAT AFFECT GOOD SUPERVISION (1 Day)

This 1-day class examines a number of harmful, common myths that exist in the state government workforce. These myths negatively impact productivity and morale. Belief in them can result in supervisors who feel powerless to do a good job. Participants will identify these myths and work with them in common sample work situations. Participants will then learn specific courses of action they can apply to correct behavior resulting from these false beliefs. A few of the myths that will be discussed in class include: "A state employee can't be fired;" "All employees should get a merit increase;" "All employees must be treated the same;" "Employees can take leave whenever they wish;" plus several others. **This class is open to all supervisors and managers, and human resources and legal staffs. This is a required course for participants working toward the Certificate for Managing People.**

CONTROLLING ABSENTEEISM AND TARDINESS IN THE WORKPLACE (1 Day)

This 1-day class provides practical techniques for controlling absenteeism and tardiness and why these need to be controlled. It includes how to manage different types of leave, especially annual and sick leave. Participants will learn what rights state employees do and do not have in using leave. Supervisors will learn their options and responsibilities in controlling absenteeism. **This class is open to all supervisors and managers, and human resources and legal staffs. This is a required course for participants working toward the Certificate for Managing People.**

CURRICULUM FOR HUMAN RESOURCE PROFESSIONALS (7 Days)

This special curriculum was developed specifically for the state's human resource professionals who need to have an in-depth knowledge of the various areas of human resources management. Topics covered include classification, pay and compensation, operations, personnel management, disciplinary actions, appeals procedures and hearings, legal issues, training, benefits, employee relations, and retirement. **Enrollment is limited to Human Resources employees only. PRIORITY is given to human resource professionals (HR directors, managers, and analysts, etc.), and if space permits, other human resources staff in support positions (i.e., administrative secretaries, clerk chiefs, etc.) may attend.**

DOCUMENTING FOR PERFORMANCE AND DISCIPLINE (1 Day)

This 1-day class provides an overview of the disciplinary process for Civil Service employees. Participants will learn the definitions of "cause" and "impairment of public service" as provided in the Louisiana State Constitution. Actual Civil Service Commission and court decisions will be reviewed to enhance participants' understanding of the legal requirements for successfully completing disciplinary actions. **Open to all current supervisors and managers and Human Resources staff. This is a required course for participants working toward the Certificate for Managing People.**

PERFORMANCE PLANNING AND REVIEW FOR SUPERVISORS (1 Day)

This 1-day class provides participants with basic information concerning the major components of the new Civil Service performance planning and review system: planning, documentation, and evaluation. **Open to all supervisors and managers. This is a required course for participants working toward the Certificate for Managing People.**

COMPUTER~BASED TRAINING

The Comprehensive Public Training Program offers self-paced, computer-based training in several popular software packages for personal computers. Our current library includes training on many computer skills applications, including Windows; Microsoft Office products; Lotus Notes; Internet Explorer; Novel GroupWise; web development software, etc. The library is continually updated and/or /revised.

In addition to computer skills courses, CPTP also offers computer-based training on professional development topics. Topics available in this library include preventing sexual harassment, grammar and writing skills, telephone skills, diversity in the workplace, conflict resolution, conducting effective meetings, and coaching employees in the workplace.

Computer-based training can be delivered in two different formats to meet the needs of all agencies:

1. Web-Based Internet:

Web-based training is now being offered through MindLeaders Internet website. The benefits of using the Internet for this training are:

- No local administration is required; you do not need to send in monthly or quarterly reports on usage
- Users automatically have access to all of the available courses
- Course updates and maintenance are done at a central location
- Reports are available to you on usage for your agency

If your agency blocks Internet access but you would like to allow users to access this one site, we can provide information for making that possible.

2. Stand alone CD-ROM Check-Out:

This is the solution for people who do not have access to the web. CPTP will send you CDs which can be installed onto a server for intra-agency use or onto a designated computer or computers for individual use.

Ordering Procedures:

For ordering information or if you have any questions or need any assistance in selecting the appropriate deployment methods for your agency, please call Rosanna Marino at the CPTP office, at 225-219-4190.

REGISTRATION PROCEDURES

Registration is conducted through CPTP coordinators in each agency. The CPTP class schedule is updated regularly on the CPTP web site (<http://www.doa.louisiana.gov/cptp/cptp.htm>), and notices of updates are sent to the Coordinators via an email.

Employees should complete a separate CPTP class registration form for each class they wish to attend. These registration forms can be obtained from agency CPTP Coordinators, by request from the CPTP office, or through the CPTP web site. The employees should obtain supervisory approval and then return the registration form to their agency CPTP coordinators. The coordinators obtain any other approvals required by the agencies and send the completed forms to the Comprehensive Public Training Program at the following address. The forms may also be faxed to our office:

Comprehensive Public Training Program
P. O. Box 94095
Baton Rouge, LA 70804-9095
FAX: (225) 219-4191
Web address: www.doa.louisiana.gov/cptp/cptp.htm

CLASS SCHEDULING

Participants registering for an "open" class will usually receive notification in the mail at their home address about three weeks before the class. Participants who do not receive notification should not go to class. Coordinators are encouraged to call CPTP whenever there are questions about registration.

CLASS CANCELLATION

Participants who cannot attend a class for which they are registered should call the Comprehensive Public Training Program at (225) 342-4739 to cancel their registration. Participants should inform their agency CPTP coordinators that they are canceling their registration. **Late cancellations cause CPTP numerous problems, including wasting valuable resources.** Participants should cancel by 8:00 a.m., on the last working day before the start of the class. Those who do not cancel and do not attend the class will be reported to their agency as a "bill" (or a "no-show"). This means we were unable to offer that class space to another state employee.

REGISTRATION FOR MAKE-UP CLASSES

A participant who misses part of a class must make up the missed segment to receive credit for the class. After checking with their supervisors, participants may schedule make-ups directly with the Comprehensive Public Training Program by calling (225) 342-4739. Participants should inform their agency coordinators of the date they are attending a make-up segment.

MAKE-UP TESTS

Every participant who registers for a CPTP management development class is automatically registered for any testing. Participants who need to retake or make up a test may call the Public Management Program at LSU (225/578-6645) to schedule them.

SPECIAL REQUESTS

State agencies may request any of the classes described in this brochure to be offered exclusively for its employees either on site or at some location convenient to the agency. **All requests for special classes must be in writing and signed by the agency head or his or her designee.**

The staff of the Comprehensive Public Training Program hopes that state agencies will consider this program the primary source of training for its employees. This catalog is designed to give agencies an idea of what CPTP can do for them. The program is not limited to these areas, however. If an agency has a training need that is not met by the classes described in this material, CPTP would like to have the opportunity to talk with you.

All that is needed to start the process is a letter, signed by the agency head or his or her designee, requesting assistance with a particular training need. The letter should include any relevant details about the training that is needed and the employees to receive the training. Send letters of request for special training to Karen Puckett, CPTP Chief of Operations, Comprehensive Public Training Program, Division of Administration, P.O. Box 94095, Baton Rouge, LA 70804-9095.

Participants needing special accommodation relating to a disability should contact the CPTP office at least fifteen working days before the start of the class they are scheduled to attend.

GENERAL INFORMATION

Participants will continue to receive a certificate of attendance for each class they attend. CPTP classes may be used for CEUs for some professions. Each profession has its own criteria for determining appropriate courses and providers of CEUs. Contact the specific licensing board or CPTP whenever you need further information about CEUs.

For more information about the management development program or the Comprehensive Public Training Program in general, call Karen Puckett in CPTP Administration at (225) 342-7002.